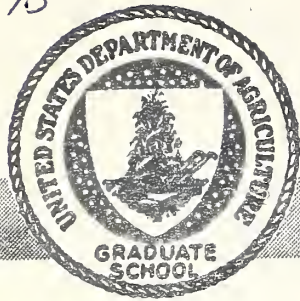


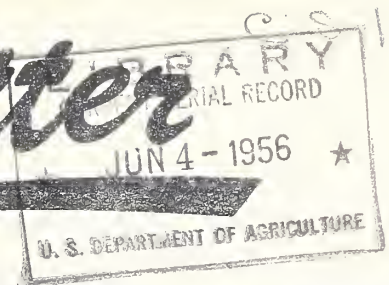
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Newsletter



GRADUATE SCHOOL ★ USDA

April 27, 1956

To the Faculty, Committee Members and others associated with the Graduate School:

A note for your calendar, May 1, a faculty luncheon in room 6962, South building at 12 noon, with Dr. J. C. Finley of the Northern Virginia Center of the University of Virginia as the speaker. He will use the Center's activities as examples in his talk on adult education.

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We have invited bids to print and bind a thousand copies of the booklet 'Democracy in Federal Administration,' lectures in the Jump-McKillop series for 1955.

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The Fund for Adult Education is offering for 1957-58 approximately 35 grants to individuals for practical experience, university study, or combinations of the two in liberal adult education. The objective is to improve and advance leadership in liberal education for adults. Most of the grants will go to persons concerned with liberal adult education who are associated with colleges and universities. Application blanks were made available April 9. They may be obtained from Ronald Shilen, executive secretary, Leadership Training Awards, The Fund for Adult Education, 595 Madison Avenue, New York 22, N. Y.

* * *

We have heard a great deal about the pressure of enrollments in our colleges from speakers from the universities and colleges who have taken part in Graduate School programs over the past two years. G. Kerry Smith, executive secretary of the Association for Higher Education, gave us some new and impressive statistics on the situation in a talk on the outlook for higher education at a faculty luncheon, April 3.

One of the dramatic developments he cited is the upsurge in college enrollments since 1951 -- from 40 percent of the number of high school graduates to 50 percent of them in 1955. That represents a rise of 46 percent in only four years.

The increasing flow of students into our colleges is taxing facilities to the utmost. Dr. Smith said we're spending about three-quarters of a billion dollars annually on facilities today. Within 10 years, it will take an investment of \$6 billion to replace temporaries and fire hazards plus another \$7 billion to provide buildings, laboratories, libraries, and other equipment for the increasing enrollments.

Touching on the shortage of college teachers, Dr. Smith noted that we will need between 8,000 and 12,000, possibly 20,000 new college instructors each year. He commented on Beardsley Ruml's statement that "to restore the liberal college faculty to its relative economic position of fifty years ago, our minimum salary objectives for professors should be an average of about \$15,000 a year, with a maximum of about \$30,000, with corresponding levels in the lower academic ranks." The highest number of doctorates on record was in 1955 when 8,840 were granted.

Dr. Smith says that widespread publicity to the contrary, the United States compares favorably with Russia in the number of scientists and technicians now being trained. In 1951, enrollment in Russian secondary schools was less than six per thousand population. It was 42 per thousand in the United States.

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A recent survey of evening colleges shows that 42 of 78 schools reporting offer personal clinical testing and counseling to students who seek vocational guidance. This is used by about 5 percent of the students enrolled.

We are looking into the possibility of setting up a counseling service in the Graduate School. It would be designed to serve people who want to get somewhere else, into a higher job or a different field, but who do not know exactly what they want, where they would fit, or how to make a change. It might also serve people who know what they want but who need special help in order to achieve their goal and people who are generally dissatisfied and who need help in evaluating themselves and their capabilities and in finding areas where they might progress or be happier.

If you have any suggestions as to the needs for this kind of service and how it might be set up to realize the most benefit, we would like very much to hear them.

* * *

Did you see the story on the American Management Association's school for executives in industry in the NEW YORK TIMES, April 9? Some excerpts:

"Students at A.M.A. sessions include executives from all levels. . . Most companies sent their executives on a rotating basis. At the well-attended four-week management course, for example, executives usually attend for a week at a time over a year's span.

"What are they studying? Among the finance courses, for instance, are 'preparing the operating budget,' 'reporting financial data to top management,' 'determining the feasibility for electronic data processing,' and 'evaluating and financing the new products development program.'"

Basis of the story was the fact that the A.M.A. has formed a subsidiary, the International Management Association, to extend a helping hand to foreign business.

* * *

A most interesting look at the grass roots side of India's second five-year plan comes from a long-time Graduate School associate, Carl C. Taylor, who is spending a year in India for the Ford Foundation. These excerpts are from a round-robin letter, written March 7.

"I have visited 11 (of the 28) states and will visit two or, at most, three more. In the three times I have been in India I have visited between

150 and 200 villages, from 75 to 100 during the last eight months. During the past three months I have spent very little time looking at the physical things the villages are accomplishing -- digging compost pits, building roads, schools, clinics, and community buildings, digging wells, installing latrines, paving village lanes etc. I have seen enough of these things to know that Indian villages are teaming with zest and accomplishments everywhere the Community Development Program has reached. Therefore, I have spent all my time sitting with the village Pancayata, the elected bodies, always with 20 to 30 other persons present, and asking them questions. I honestly believe that I am finding out more about what and how Indian villagers think about the development program than any single Indian does.

"The second five-year plan is heroic but I think pretty realistic. Its greatest emphasis is upon industrialization and the improvement of the transportation system, but it is a complete development program from giant irrigation schemes to basic education. Within the next five-years it is planned that the whole nation shall be covered with Community Development Extension Blocks. Only a little more than one-fifth of the villages are covered at the present moment.

"The genius of the Community Development method of extension is that below the technicians of the various ministries are thousands of multi-purpose village level workers, each serving from 5 to 10 villages; each with two basic functions: (1) first-aid in any and all fields of technical improvement, and (2) catalyzers and mobilizers of village self-help. Each hundred villages is grouped in a Block. In each Block Office is a Block Development Officer and from four to seven technicians representing the technical ministries and serving as a back-stop to the first-aid village level workers. The genius of the program rests upon the fact that there are not enough technicians in the ministries to reach down to the grass roots and the villagers themselves are expected to provide more than half the energy and approximately one-half of the money which goes into the various improvement programs. It furnishes a much better pattern for so-called under-developed countries than patterns of administration used where there is an ample number of technicians. In India more than 80 percent of the people were illiterate in 1947 and the rate of illiteracy in the villages was even higher than this. The village level workers are themselves village boys and girls, as many as possible with high school education, who are given six months training and sent back to work among people just a little below their own level.

"The program has become a 'people's movement' ... participated in by hundreds of millions of people in hundreds of thousands of villages."

Dr. Taylor's letter amplifies the picture of India we received from Douglas Ensminger, a former member of our faculty, who observed George Washington's birthday by writing a 5-page letter of his experiences in India, where he has been with the Point IV program since 1951. Here are two comments.

"As the community program moves in its coverage of the villages of India, we see, and clearly so, the emergence of a new, free, democratic India. We also see the fading, and rapidly so, of the conditions of poverty on which communism so freely feeds."

"India is engaged in the greatest experiment the world has ever witnessed seeking to prove that a new way of life for the masses can be brought through democratic means, and holding as its highest aim the development of effective, responsive citizens, capable of playing their part as free men in building a new India."

* * *

We are indebted to Dr. O. C. Stine for a reference to a new Congressional document that will be of interest to those of you concerned with scientific manpower. Its a report by the Joint Committee on Atomic Energy on "Engineering and Scientific Manpower of the U. S., Western Europe, and the U.S.S.R." It was released in March 1956.

Secretary Benson has announced the appointment of two new members of the Graduate School Administration Board. They are Governor R. B. Tootell of the Farm Credit Administration who succeeds the late Robert M. Salter and Governor C. N. Shepardson of the Federal Reserve Board who succeeds J. A. McConnell who has left Washington.

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Our good wishes go with R. Y. Winters who has retired from USDA and returned to his home in Raleigh, N. C. Dr. Winters made an outstanding contribution to the Graduate School in his service as chairman of the committee on internship cooperation

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It hardly seems possible but it is catalog time again. We have begun to send copy for the 128 page, 1956-57 edition to the Lancaster Press. The main body of the catalog will be completed May 1

Sincerely,

T. Roy Reid
Director